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ABSTRACT

This framework is designed to help Idaho schools develop their comprehensive health education curriculum and program and formulate realistic goals for themselves and their students. The guide outlines major shifts in emphasis represented by the proposed framework, such as a shift from focusing on separate areas of content to focusing on making connections among disciplines. It defines educational vocabulary, lists Idaho goals for comprehensive health education, discusses performance-based education and assessment, presents a matrix of goals and exit performance standards, and offers a mission statement and a vision statement. The framework itself is divided into sections covering kindergarten through fourth grades, fifth and sixth grades, seventh and eighth grades, and ninth through twelfth grades. Within each section, the guide provides goals, performance objectives, and sample progress indicators for specified knowledge, skills, attitudes, and applications. Benchmarks are listed for fourth grade, eighth grade, and exiting students, along with traits indicating good performance of each benchmark. (JDD)

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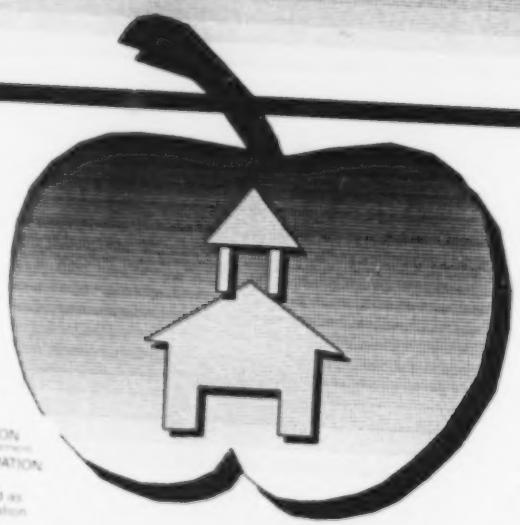
COMPREHENSIVE HEALTH EDUCATION CONTENT GUIDE AND FRAMEWORK



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IDAHO
K-12 COMPREHENSIVE HEALTH EDUCATION
CONTENT GUIDE AND FRAMEWORK

1994

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K-12 COMPREHENSIVE HEALTH EDUCATION CONTENT GUIDE & FRAMEWORK

ACKNOWLEDGMENTS

The State Department of Education sincerely appreciates the professionalism, expertise, and effort of the "Framework Writing Team." The team accepted the responsibility of developing a guide for excellence in comprehensive health education for Idaho's students, teachers, parents, and schools. Without the team's contribution to the development of this document, the guidance provided would fall far short of meeting the needs of Idaho's students.

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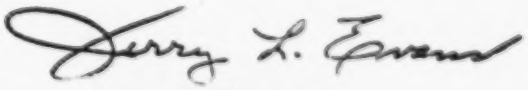
FOREWORD

In February 1994, an eleven-member writing committee convened to write Idaho's K-12 Comprehensive Health Education Content Guide and Framework. Committee members included educators involved in classroom teaching from kindergarten through twelfth grade, administrators and college level personnel, and staff of the State Department of Education. Idaho's framework was shaped by the knowledge and experience of this committee, as well as by materials from other states, Idaho's own performance based education documents, and comments and suggestions from local school districts throughout Idaho.

This framework has been designed to help schools develop their comprehensive health education curriculum and program and formulate some realistic goals for themselves and their students. It is not our purpose to outline methods and procedures nor to recommend activities, projects, units, or plans for students and teachers. These are adequately treated in the teacher manuals of state-adopted textbooks and in curriculum guides developed by local districts. However, the State Department of Education recommends that all Idaho public school districts use this framework as a basic resource.

I commend each person who participated in the writing of this framework. This document should serve the public schools well and ensure quality K-12 comprehensive health education instruction for Idaho students.



Jerry L. Evans
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This document is intended to be a working implementation resource for schools, teachers, and patrons as the school develops its K-12 comprehensive health education program. For the coming year, this document is open for review and revision. The State Department of Education invites comments from students, teachers, administrators, and parents. Please feel free to forward any comments regarding this document to:

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OUR STANDARDS SHOULD REPRESENT BROAD MAJOR SHIFTS IN EMPHASIS FROM CURRENT PROGRAMS. THE SHIFTS INCLUDE.....

FROM....	TO....
A narrow textbook/lecture driven curriculum	A comprehensive curriculum that includes hands-on learning experiences, utilizes a variety of instructional methods and materials, and is cross-curricular.
An acquisition of pieces of knowledge as an end in itself	Embedding knowledge in a conceptual framework that fosters critical thinking and problem solving.
A preoccupation with rote memorization of isolated facts	Multiple methods of communication, instruction, and assessment of learning related to real life issues.
Emphasis on separate areas of content	Connections between disciplines and the content traditionally learned in those disciplines.
Emphasis on one right answer	Emphasis on student's reasoning and problem solving processes.
Students as passive participants	Students as active participants in constructing ideas through exploring, investigating, discussing, and conjecturing.
Teachers as transmitters of knowledge	Teachers as facilitators of learning.

....AND....

Evaluation and assessment -- using a variety of techniques -- as a means of improving instruction, learning, and programs.

DEFINITIONS

Following are definitions of some of the educational vocabulary as used in this document:

CONTENT GUIDE -- The described necessary content that is most compelling in a discipline. It covers the basic skills and all the concepts that lead to what it is a student should know and be able to do at the various levels of the discipline.

FRAMEWORK -- A design that "frames" a series of critical components describing what we teach and how we assess it. Gives "unity" to what we do in that discipline. It is hoped that the state framework provides a model for school districts to use in their development of district frameworks that could also describe how a concept will be taught.

STRAND -- One learning segment of a standard.

STANDARD -- A broad description of what a student should know and be able to do.

GOAL -- A broad description of what is important in achieving proficiency in a standard.

OBJECTIVE -- A specific statement that describes what will be learned to reach the goal.

BENCHMARK -- A description of what a student should know and be able to do at a specified time. In Idaho, that time has been established at the 4th, 8th, and 12th grade levels.

SAMPLE PROGRESS INDICATOR -- Problems or situations that teachers and students may use to assess and demonstrate student capability and performance. Performance on progress indicators will help students establish progress toward benchmark achievement within a standard and on the performance assessments administered at the 4th, 8th, and secondary levels.

PERFORMANCE ASSESSMENT EXAMPLES -- A set of problems or situations that model similar problems or situations that will be found in the performance assessment administered at the 4th, 8th, and secondary levels.

PERFORMANCE ASSESSMENT SCORING STANDARD -- The holistic or analytical scoring devise that will be used to score a performance assessment. Consists of a scoring standard and the traits that must be exhibited to demonstrate achievement at that scoring standard.

EXIT PERFORMANCE STANDARDS -- The final established benchmark describing a student as he/she exits our school at the 12th grade. Describes quite precisely what it is you want the student to know and be able to do when they exit the system.

PERFORMANCE ASSESSMENT -- An assessment where students must demonstrate what they know and are able to do.

IDAHO GOALS FOR COMPREHENSIVE HEALTH EDUCATION

GOAL 1 All students will have equal access to a comprehensive health education program.

Students must be provided the necessary facilities and resources, from buildings to computers, to study and learn comprehensive health education.

GOAL 2 All students will have knowledge and information regarding contemporary health issues and thus will be able to analyze the quality of personal and societal health decisions.

Health education develops a heightened sense of personal and social responsibility for health decision-making.

GOAL 3 All students will demonstrate problem-solving, decision-making, communication, and interpersonal skills necessary to develop healthy lifestyles and become positive role models.

Effective problem-solvers make good decisions about their own health and the health of their families and communities.

GOAL 4 All students will develop positive self-esteem and confidence about their ability to make healthy choices.

Health education promotes the development of a strong self-concept and increases opportunities for personal health and success.

GOAL 5 All students will function effectively in a variety of oral, written, and listening communication situations.

To be a healthy individual and to foster healthy relationships, students need to be able to communicate effectively with others, including people from a variety of ethnic and racial backgrounds.

GOAL 6 All students will help one another adopt health-enhancing behaviors and will seek additional support, when necessary, from friends, family, and other relevant resources.

Health decisions affect and are affected by self, family, friends, workplace, community, and world.

GOAL 7 All students will apply health principles in maintaining or restoring personal, community, and global health.

Positive health habits and lifestyles contribute to an enhanced quality of life.

QUESTIONS AND ANSWERS ON PERFORMANCE BASED EDUCATION

Why should Idaho change to performance based education?

The world is changing. As our society moves from the industrial age to the information age, schools must be redesigned to prepare students for the future. To be successful, students must become life-long learners who can work with others, communicate clearly, apply what they have learned in practical ways, recognize quality, and be creative and original problem solvers. Performance based education ensures that students master both traditional basic skills (phonics, reading, writing, math, spelling, grammar, social studies, and science inquiry) and additional basic skills that emphasize application and use of what has been learned.

What is performance based education?

Performance based education clearly defines what students are expected to know and be able to do with that knowledge. Students are periodically tested or assessed to determine their progress, and each student is given needed time and assistance to become proficient. Students who show meaningful progress or skill development are advanced to more challenging material.

What are additional basic skills?

In Idaho we call them *exit performance standards*. We believe that besides demonstrating proficiency in the traditional basics, students who graduate from Idaho high schools must be able to

1) communicate clearly and effectively.
2) use knowledge and information effectively.
3) solve problems.
4) be creative and original.
5) determine quality.
6) work cooperatively with others. And
7) learn effectively throughout life.

These *exit performance standards* are additional basics that students must acquire in order to live and work in a complex and changing world.

How is performance based education different from traditional teaching methods?

In traditional methods, teachers present material, students study and do homework, students are tested, the grades are recorded, and the class moves on to the next topic--whether or not everyone has learned the information.

In performance based education, a student must demonstrate what they know and are able to do in a given discipline. Thus performance based education is more attentive to the individual student's progress.

Does performance based education "dummy down" the curriculum so that all students are learning less?

Just the opposite. Performance based education sets uniform standards for all students. To show proficiency, a student has to meet a rigorous predetermined standard. Because the standards set high expectations for all students, students will learn more. Idaho's own Direct Writing Assessment program, now in its 10th year, is a good example: the quality of students' writing has improved during this time because the tough standards go hand-in-hand with solid preparation.

How does performance based education teach students to think?

Performance based education requires students to analyze, synthesize, evaluate, internalize, and apply what they have learned. Students are also taught to evaluate their own progress and set goals for improvement.

What are the differences between traditional testing and performance based assessment?

A traditional pencil and paper test requires that students show what they have learned. They do not have to demonstrate what they can do with what they know, and they are not able to demonstrate the depth and breadth of their knowledge. Often grades are reported as the percentage of test questions answered correctly. It is possible to receive credit by mastering as little as 60 percent of the information (usually a "D").

In a performance assessment, students are expected to answer two questions: *What do you know?* and *What can you do with what you know?* Students show their basic knowledge and understanding through a variety of activities that demonstrate their level of proficiency. This kind of assessment not only requires thorough knowledge of the basic skills, but demands that students demonstrate this knowledge through projects, performances, experiments, research, essays, critiques, and other practical ways.

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What are performance based assessment standards?

Performance based assessment standards describe the student's level of proficiency in meeting the *exit performance standards*:

4) **Advanced:** The student goes beyond the basic requirements, demonstrates a thorough understanding of the exit performance standards, and communicates those concepts clearly and easily.

3) **Proficient:** The student meets the basic requirements and communicates these concepts clearly and easily.

2) **Developing Toward proficiency:** The student meets some, but not all, of the basic requirements. He or she has difficulty in communication.

1) **Minimum Development Toward Proficiency:** The student meets few of the basic requirements set forth in the *exit performance standards* and is unable to communicate in a clear and thoughtful way.

How will changing to performance based assessment effect classroom teaching?

Classrooms of the future may look quite different. Instead of the teacher standing in front of the room lecturing for 50 minutes, students will work separately--and together--to produce products (writing portfolios, art portfolios, exhibits, plays, poems, science experiments, math demonstrations) or performances (typing tests, dramatic and musical performances, or oral debates). The teacher will decide on the content and purpose of each lesson, but the students will learn through active involvement.

Does performance based assessment replace college entrance exams?

No. However, a number of colleges are no longer requiring students to take entrance exams, but are requesting that students send "portfolios" (collections) of their work in a particular subject. A performance assessment would be an important part of a student's portfolio.

What happens to the gifted and talented student?

Performance based assessment is particularly good for the gifted and talented student. Now students only demonstrate their proficiency to the limit of the traditional test. With open-ended performance based assessment, these students can truly demonstrate their gifts and talents. Thus, gifted students are identified early and given more challenging material.

Does performance based education teach "values clarification"?

No. What it does is require students to go beyond the memorization of facts and show how to use what they know.

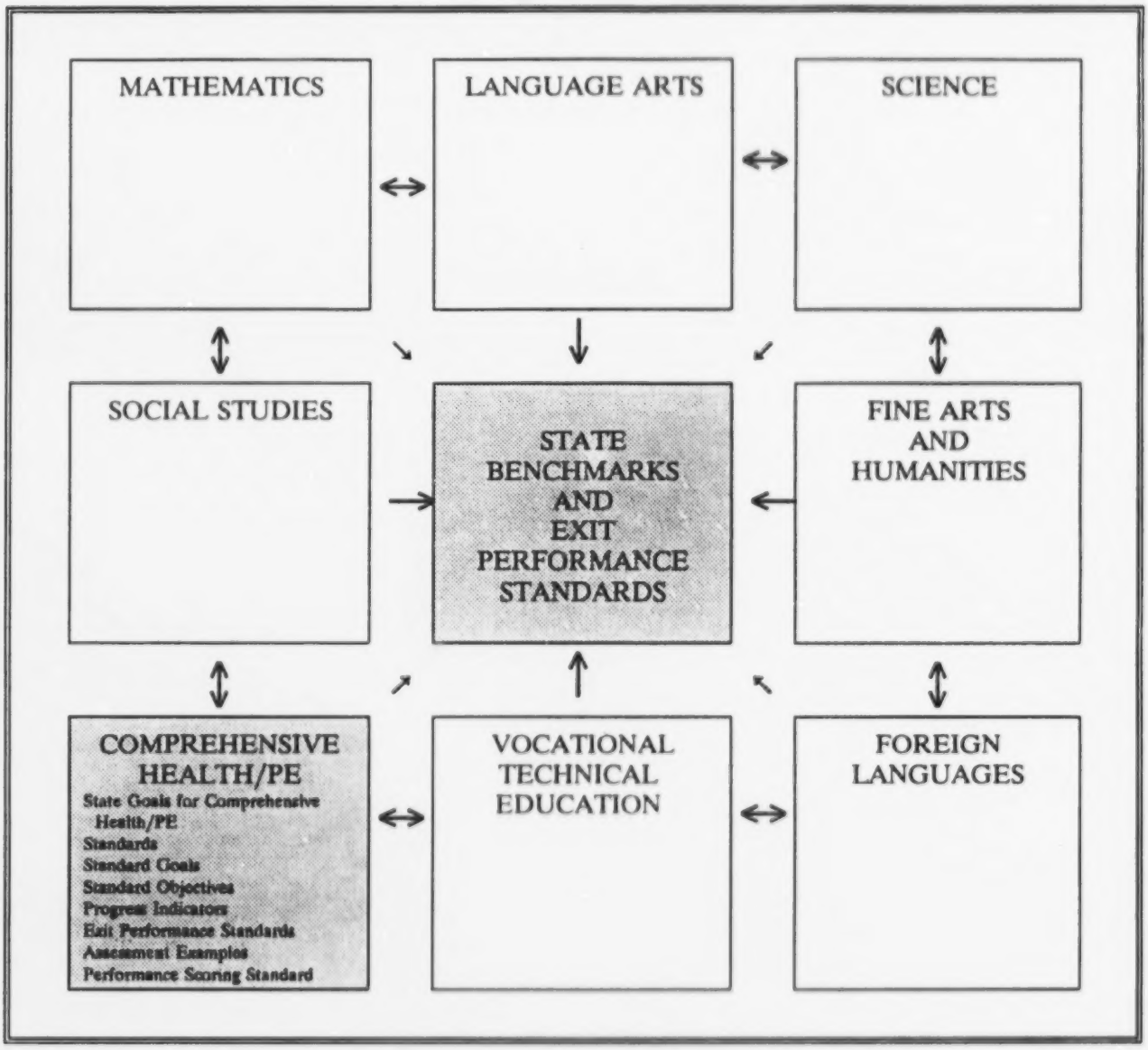
Will performance based assessment take place at every grade level?

Yes, although often this is informal assessment by teachers. Formal assessment will probably occur at grades 4, 8, and 11. Students will also be tested in traditional ways so that their progress can be compared to national scores.

The Idaho Performance Based Educational System is focused on Exit Performance Standards that describe what students know and can do when they graduate from high school. Benchmarks at grades 4 and 8 provide opportunities to assess students' progress toward accomplishment of the Exit Performance Standards.

The Curricular Frameworks describe the scope and sequence of instruction and learning within each curriculum area. Working from the foundation of State Curriculum Goals and Content Standards, Grade-level Goals and Objectives have been identified. Recommended teaching and assessment practices are included.

Collectively the Curricular Frameworks address the Exit Performance Standards by encouraging the integration of student learning across the curriculum areas. The integration of learning is supported by the acquisition of knowledge and skill in each curriculum area, and it is enhanced by encouraging integrated instruction.



CURRICULAR ALIGNMENT

IDAHO GOALS

Broad description of what is important
in achieving proficiency in each subject area.

EXIT PERFORMANCE STANDARDS

What high school graduates should know and be able to do.

CURRICULAR FRAMEWORKS

A design that "Frames" a series of critical components describing what we teach and how we assess it.

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COMPREHENSIVE HEALTH EDUCATION GOALS/EXIT PERFORMANCE STANDARDS MATRIX

A comprehensive health education program designed around the subject area goals will challenge students to progress toward achievement in the Exit Performance Standards. Following is a matrix illustrating the relationship between the Idaho Goals for Comprehensive Health Education and the Exit Performance Standards.

GOALS ↓	EXIT PERFORMANCE STANDARDS →						
	Communicates Effectively	Uses Knowledge Effectively	Solves Problems Effectively	Is Creative And Original	Determines Quality	Collaborates With Others	Is A Lifelong Learner
EQUAL ACCESS	X	X	X	X	X	X	X
HEALTH KNOWLEDGE AND ANALYSIS	X	X	X	X	X		X
PROBLEM SOLVERS	X	X	X	X		X	X
CONFIDENT IN ABILITY	X	X	X		X		X
COMMUNICATES IN HEALTH	X	X	X	X	X	X	X
PEER SUPPORT/ RESOURCE ACCESS	X	X	X		X	X	X
APPLICATION OF HEALTH PRINCIPLES	X	X	X	X	X	X	X

An **X** in a cell indicates the intersection of a specific Health Education Goal with a specific Exit Performance Standard.

MISSION STATEMENT

Every student, regardless of ethnic background, gender, or ability, will start school ready to learn. Every student will be educated to the upper limits of his or her intellectual potential. All students will develop knowledge, skills, and appreciation of their responsibilities as citizens, workers, and lifelong learners.

Schools will be places where learning comprehensive health education is exciting and challenging. Goals are clearly stated and expectations are high. Schools will be equipped with state-of-the-art technology, allowing teachers to focus on each student's needs and to serve as instructors, mentors, and motivators. Educators, parents, and communities will share responsibility for helping students prepare themselves to perform productively.

VISION STATEMENT

The purpose of the Idaho comprehensive health education program is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

All high school graduates will possess the knowledge, skills, and attitudes to

- apply appropriate comprehensive health education concepts as necessary to every day situations,
- use critical thinking and reasoning ability to solve problems,
- understand, integrate, and use information and knowledge acquired from all sources.

FURTHER:

Through equal access to quality comprehensive health education, all Idaho high school graduates will understand and value lifelong learning and possess the knowledge, skills, and attitudes to:

- learn,
- use critical thinking and reasoning ability to solve problems,
- work independently and in groups,
- communicate effectively in all forms,
- understand, integrate, and use information and knowledge already acquired,
- maintain personal, emotional, and physical well-being,
- contribute to society as caring, responsible, and thoughtful citizens,
- understand and appreciate ethnic and racial differences.

The term *all Idaho high school graduates* means students from a broad range of backgrounds and circumstances including disadvantaged students, students with different racial and ethnic backgrounds, students with disabilities, students with limited English proficiency, and academically talented students.

INTRODUCTION

The complexity of health issues facing youth today requires a comprehensive approach that involves collaboration across academic disciplines. School health education is a planned, sequential program for students in K-12 in which direct and integrated instruction addresses a range of health issues taught at developmentally appropriate ages. The instruction provides students with active learning experiences for acquiring essential health knowledge and life skills empowering each individual to engage in and value the importance of wellness.

School health education, which is delivered within the context of a comprehensive school health program, creates an environment supportive of healthful behavior. Comprehensive school health education curricula include the following topic areas: mental and emotional health, substance use and abuse, nutrition, fitness, consumer health, human sexuality and family life, community and environment, safety, first aid and emergency intervention, diseases and disorders, personal health, aging, death and dying (Idaho Elementary and Secondary Courses of Study, 1990). A comprehensive program developed collaboratively by the school and the community may more effectively impact wellness and academic achievement. Comprehensive school health education incorporates life-management skills with an emphasis on problem solving and decision making. This increases the likelihood that young people will develop healthful lifestyle practices and resist engaging in health risk behaviors.

The intent of the K-12 Comprehensive Health Education Content Guide and Framework, outlined in this document, is to serve as a model for local Idaho school districts in their health education curriculum, instruction, and assessment development. The progress indicators in this document are meant as suggestions only and do not preclude the development of alternative indicators at the district, building, or individual level.

INTRODUCTION TO K-4 HEALTH EDUCATION

Health education is essential to students in kindergarten through fourth grade since habits and behaviors are formed early. One's health directly affects the ability to learn. Therefore, it is imperative that an educational program provide learning opportunities to develop knowledge, skills, and attitudes that can promote healthful choices and enhance the quality of life.

The following framework provides guidelines for the development of a comprehensive health education curriculum which is age appropriate for kindergarten through fourth grade. The performance objectives used in conjunction with the scope and sequence will provide an essential foundation for program development.

KINDERGARTEN - FOURTH GRADE

STANDARD I: KNOWLEDGE

GOAL: All students will know components of a healthful lifestyle.

PERFORMANCE OBJECTIVES: All students will

1. acquire a basic understanding of human growth, development, and family living.
2. describe basic scientific principles associated with wellness and how they relate to healthful living (e.g., balanced diet and benefits of exercising).
3. describe risk behaviors and their consequences that affect health.
4. explain effective communication and decision making skills.
5. recognize that life management skills are helpful (e.g., self-concept, stress management, coping skills, conflict resolution, refusal skills).
6. describe characteristics of a healthful community and environment.
7. demonstrate an awareness of scientifically reliable health information, careers, products, and services.
8. demonstrate an awareness of one's responsibility for health practices which include personal safety, food choices, fitness, personal hygiene, and disease prevention procedures.
9. recognize that health is more than the absence of illness.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress in achieving this standard by

1. identifying body parts, systems, and functions.
2. listing bicycle safety rules.
3. identifying healthful alternatives to using tobacco, alcohol, and other drugs.

STANDARD II: SKILLS

GOAL: All students will acquire the essential skills to lead a healthful life.

PERFORMANCE OBJECTIVES: All students will

1. develop and maintain positive personal relationships with family, peers, and others.
2. demonstrate responsibility in making healthful choices.
3. identify problems, explore and develop strategies, and apply those strategies to real life situations.
4. access and utilize health care resources.
5. demonstrate how to acquire new skills.
6. demonstrate effective communication skills using a variety of strategies.
7. develop strategies for maintaining a healthful community and environment.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress in achieving this standard by

1. demonstrating cooperation in working with others individually and in groups.
2. developing a nutritionally balanced menu.
3. using technology and media sources to access information.

STANDARD III: ATTITUDES

GOAL: All students will value the importance of a healthful lifestyle.

PERFORMANCE OBJECTIVES: All students will

1. acknowledge choices, consequences, and accept responsibility for one's own well-being.
2. accept self and acknowledge individual differences.
3. recognize the feelings associated with the components of wellness.

4. reflect sound scientific principles as they relate to healthful living and risky behaviors.

5. appreciate the importance of positive intrapersonal and interpersonal relationships (e.g., self acceptance, cooperation).

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress in achieving this standard by

1. expressing emotions comfortably and appropriately in small group interactions.

2. appreciating likenesses and differences among classmates.

3. appreciating the use of 911 for emergencies only.

STANDARD IV: APPLICATIONS

GOAL: All students will demonstrate healthful lifestyle practices.

PERFORMANCE OBJECTIVES: All students will

1. apply knowledge of risk and the consequences to all health content areas (e.g., hand washing, immunizations, seat belts).

2. appropriately utilize reliable health care resources.

3. demonstrate effective communication skills with an emphasis on negotiation, conflict resolution, and refusal skills.

4. apply knowledge and strategies for effectively dealing with various stages of growth and development.

5. demonstrate and apply effective environmental practices to daily living.

6. be health advocates.

7. apply scientific principles to all health content areas.

8. engage in safe living practices.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress in achieving this standard by

1. participating in activities which show concern for the community, the environment, and society.

2. utilizing appropriate refusal skills to resist negative peer pressure.

3. choosing and utilizing fitness activities.

IDAHO 4TH GRADE BENCHMARKS

The Idaho 4th grade benchmarks require mastery of basic skills and subject knowledge. Students' proficiency in these benchmarks will be measured through a variety of tasks included in the Statewide Testing Program.

An Idaho 4th Grader

- **communicates effectively.**
- **uses knowledge, information, and technology effectively.**
- **solves problems.**
- **is creative and original.**
- **collaborates with others.**
- **determines quality.**
- **is a lifelong learner.**

What follows is a more complete statement of each benchmark and a list of traits which describe each benchmark in more detail.

1. **An Idaho 4th grader communicates effectively in written, oral and multimedia forms (such as audio and video recorded presentations; charts, graphs and visual aids; and computer enhanced presentations).**

   LIST OF TRAITS

   - Ideas and Content -- The communication is clear, focused, interesting, and appropriate for the audience. Details and anecdotes demonstrate a command of the subject.
   - Organization -- Communication is organized, and flows sequentially. The order, structure, and presentation are well organized and address issues in a clear and direct manner.
   - Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.

- Form -- The communication conveys the intended message in an interesting, precise, and natural way. Words, and visual aids are used appropriately to enhance the presentation.

- Fluency -- The elements of spoken communication (including pronunciation, enunciation, inflection, and projection) are developing.

- Conventions -- Written communication involves grammar, capitalization, punctuation, usage, spelling and paragraphing that enhances the overall quality of the communication. Errors tend to be few and minor so that the communication is not interrupted.

2. **An Idaho 4th grader locates, organizes and uses knowledge, information, and technology effectively.**

LIST OF TRAITS

- Reading -- Written information is read with accuracy and understanding.

- Active Listening -- Verbal information is understood by the listener and evaluated for consistency and new understanding. Appropriate feedback is given to the speaker via summary comments and appropriate questioning.

- Identification of Sources -- Sources of knowledge and information are identified and used efficiently. Information technology is used appropriately.

- Organization of Information -- Information and knowledge are employed. Clear criteria are employed to select relevant and accurate information and knowledge for presentation and use. Information is effectively organized using clear criteria to select materials.

3. **An Idaho 4th grader can identify and describe problems or issues and develops effective strategies for addressing those concerns.**

LIST OF TRAITS

- Presentation of Components -- The issue is clearly described, using figures, diagrams, or models as appropriate.

- Development and Implementation Strategies -- Alternative strategies for solving or addressing problems, issues or projects are identified.

- Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.

4. **An Idaho 4th grader demonstrates creativity and originality in the design, production, and presentation of activities.**

   LIST OF TRAITS

   - Creativity and Originality -- Innovative methods of design, production, and presentation are explored.

5. **An Idaho 4th grader critiques and evaluates the quality of work products and process.**

   LIST OF TRAITS

   - Group and Self-evaluation -- Individuals and groups are able to critique their own work and the work of others.
   - Identification of Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.
   - Identification of Weaknesses -- Areas for further improvement are identified and ideas for improvement are discussed.

6. **An Idaho 4th grader demonstrates the ability and skills to work collaboratively.**

   LIST OF TRAITS

   - Behavior -- Personal behavior in group activities is monitored and consideration for individual differences is demonstrated.
   - Team Skills -- Active listening and participation skills are used in group activities.
   - Provide Feedback -- Constructive comments on cooperative work are given and received.
   - Group Functioning -- How the group does its work is assessed and managed. Conflict resolution skills are used to solve group problems.
   - Ethnic and Racial Differences -- Learn to live in a changing society with mutual respect and appreciation for others.

7. **An Idaho 4th grader demonstrates characteristics of an effective lifelong learner.**

LIST OF TRAITS

- Vision -- Priorities and attainable goals are identified.
- Self-esteem -- A positive vision for self and others is developed. There is a positive desire to learn.
- Initiative and Perseverance -- The desire and ability to plan and implement project activity over time and to work through to the conclusion of the project is demonstrated.
- Responsibility -- Responsibility for own actions is assumed.
- Adaptability -- Changes and challenges encountered are dealt with in a positive way.
- Skills of Strategic Learner -- A variety of strategies for learning are explored.

INTRODUCTION TO 5 - 8 HEALTH EDUCATION

The health and well-being of the youth in this country are of concern to parents, educators, health professionals, business leaders, and others. Learners in grades five through eight are at a transitional period in their physical, mental, emotional, and social maturity. These youth, often at risk, may lack essential knowledge, skills, and attitudes to lead healthy productive lives. Health educators must develop an effective comprehensive school health education program that will provide our youth with the opportunities to acquire knowledge and skills necessary to value and practice a healthful lifestyle.

FIFTH/SIXTH GRADE

STANDARD I: KNOWLEDGE

GOAL: All students will know the components of a healthful lifestyle.

PERFORMANCE OBJECTIVES: All students will

1. acquire a basic understanding of human growth, development, and family living.

2. describe the scientific principles associated with wellness and how they relate to healthful living (e.g., balanced diet and benefits of exercising).

3. describe risk behaviors and their consequences that affect health.

4. explain effective communication and decision making skills.

5. recognize that life management skills are helpful (e.g., self-concept, stress management, coping skills, conflict resolution, refusal skills).

6. describe characteristics of a healthful community and environment.

7. demonstrate an awareness of scientifically reliable health information, careers, products, and services.

8. demonstrate an awareness of one's responsibility for health practices which include personal safety, food choices, fitness, personal hygiene, and disease prevention procedures.

9. recognize that health is more than the absence of illness.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by

1. stating the harmful effects substance abuse and misuse of drugs can have on the growth and development of the human body.

2. identifying a problem and working through the decision making process to arrive at a conclusion.

3. identifying nutrients in foods, through the tracking of personal food choices, which cause the body to grow and develop.

STANDARD II: SKILLS

GOAL: All students will acquire the essential skills to lead a healthful life.

PERFORMANCE OBJECTIVES: All students will

1. develop and maintain positive personal relationships with family, peers, and others.

2. demonstrate responsibility in making healthful choices.

3. identify problems, explore and develop strategies, and apply those strategies to real life situations.

4. access and utilize health care resources.

5. demonstrate how to acquire new skills.

6. demonstrate effective communication skills using a variety of strategies.

7. develop strategies for maintaining a healthful community and environment.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by

1. researching a current health issue and preparing a report, both written and oral.

2. role playing real life situations using refusal skills.

3. differentiating between health quackery and legitimate health information and practices.

4. identifying safety hazards in a school's environment and potential ways to alleviate those dangers (e.g., play ground, classroom, and cafeteria).

STANDARD III: ATTITUDES

GOAL: All students will value the importance of a healthful lifestyle.

PERFORMANCE OBJECTIVES: All students will

1. acknowledge choices, consequences, and accept responsibility for one's own well-being.

2. accept self and acknowledge individual differences.

3. recognize the feelings associated with components of wellness.

4. reflect sound scientific principles as they relate to healthful living and risky behaviors.

5. appreciate the importance of positive intrapersonal and interpersonal relationships (e.g., self acceptance, cooperation).

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by

1. describing orally or in writing a person (real or fictional) who demonstrates a healthful lifestyle in contrast with someone who is unhealthy.

2. playing charades or, through a pantomime, portraying various emotions.

STANDARD IV: APPLICATIONS

GOAL: All students will demonstrate healthful lifestyle practices.

PERFORMANCE OBJECTIVES: All students will

1. apply knowledge of risk and the consequences to all health content areas (e.g., hand washing, immunizations, seat belts).

2. appropriately utilize reliable health care resources.

3. demonstrate effective communication skills with an emphasis on negotiation, conflict resolution, and refusal skills.

4. apply knowledge and strategies for effectively dealing with various stages of growth and development.

5. demonstrate and apply effective environmental practices to daily living.

6. be health advocates.

7. apply scientific principles to all health content areas.

8. engage in safe living practices.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by

1. observing the effects of everyday situational stressors by placing heat sensitive bio-dots on their hands.

2. creating an exhibit for a Wellness Fair (personal hygiene, physical fitness, and/or diseases).

3. demonstrating bicycle safety procedures in a bicycle rodeo.

SEVENTH/EIGHTH GRADE

STANDARD I: KNOWLEDGE

GOAL: All students will know components of a healthful lifestyle.

PERFORMANCE OBJECTIVES: All students will

1. acquire a basic understanding of human growth, development, and family living.

2. describe basic scientific principles associated with wellness and how they relate to healthful living (e.g., balanced diet and benefits of exercising).

3. describe risk behaviors and their consequences that affect health.

4. explain effective communication and decision making skills.

5. recognize that life management skills are helpful (e.g., self-concept, stress management, coping skills, conflict resolution, refusal skills).

6. describe characteristics of a healthful community and environment.

7. demonstrate an awareness of scientifically reliable health information, careers, products, and services.

8. demonstrate an awareness of one's responsibility for health practices which include personal safety, food choices, fitness, personal hygiene, and disease prevention procedures.

9. recognize that health is more than the absence of illness.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by

1. placing each of the foods in their respective nutrient group using the hot lunch menu.

2. matching diseases to the appropriate areas of the body on a human silhouette.

3. identifying the positives and negatives of being the opposite gender through discussion of those differences and similarities.

STANDARD II: SKILLS

GOAL: All students will acquire the essential skills to lead a healthful life.

PERFORMANCE OBJECTIVES: All students will

1. develop and maintain positive personal relationships with family, peers, and others.
2. demonstrate responsibility in making healthful choices.
3. identify problems, explore and develop strategies, and apply those strategies to real life situations.
4. access and utilize health care resources.
5. demonstrate how to acquire new skills.
6. demonstrate effective communication skills using a variety of strategies.
7. develop strategies for maintaining a healthful community and environment.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by

1. locating information about nutrients from food label samples.
2. developing a personal health improvement/wellness plan.
3. comparing and contrasting local health care services.

STANDARD III: ATTITUDES

GOAL: All students will value the importance of a healthful lifestyle.

PERFORMANCE OBJECTIVES: All students will

1. acknowledge choices, consequences, and accept responsibility for one's own well-being.
2. accept self and acknowledge individual differences.
3. recognize the feelings associated with the components of wellness.
4. reflect sound scientific principles as they relate to healthful living and risky behaviors.
5. appreciate the importance of positive intrapersonal and interpersonal relationships (e.g., self acceptance, cooperation).

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by

1. role playing appropriate refusal skills when given risky behavioral situations.
2. interviewing others to identify differences and similarities in health habits.
3. creating posters from a variety of health related issues.

STANDARD IV: APPLICATIONS

GOAL: All students will demonstrate healthful lifestyle practices.

PERFORMANCE OBJECTIVES: All students will

1. apply knowledge of risk and the consequences to all health content areas (e.g., hand washing, immunizations, seat belts).
2. appropriately utilize reliable health care resources.
3. demonstrate effective communication skills with an emphasis on negotiation, conflict resolution, and refusal skills.

4. apply knowledge and strategies for effectively dealing with various stages of growth and development.

5. demonstrate and apply effective environmental practices to daily living.

6. be health advocates.

7. apply scientific principles to all health content areas.

8. engage in safe living practices.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by

1. using a wellness assessment tool to evaluate their current health practices and develop an improvement plan.

2. practicing first aid skills.

3. developing public service announcements or videos on health related issues.

IDAHO 8TH GRADE BENCHMARKS

The Idaho 8th grade benchmarks for 8th graders are intended to reflect the core of instruction and to apply across curriculum content areas. They demand mastery and the integrated application of basic skills and content. The assessment of these benchmarks will be included in the Statewide Testing Program. Students will be asked to demonstrate attainment of these benchmarks through specific performance tasks.

An Idaho 8th Grader

- **can communicate effectively.**
- **can access and organize knowledge, information, and technology effectively.**
- **can solve problems.**
- **can be creative and original.**
- **can determine quality.**
- **can be a collaborative worker.**
- **is an effective life-long learner.**

In the following section, a more complete statement and a list of traits of a good performance of each benchmark are presented. The benchmarks are not independent from each other, but are qualities of skilled workers and competent and active citizens. High quality performance of a task is likely to depend on the demonstration of traits from the full set of benchmarks.

1. **An Idaho 8th grader can communicate effectively in written, oral and multi-media forms (including audio and video recorded presentations; charts, graphs and visual aids; and computer enhanced presentations).**

   LIST OF TRAITS

   - Ideas and Content -- Communication is clear, focused, and interesting. It is appropriate for the audience and holds their attention. Relevant anecdotes and details enrich the central theme and demonstrate an understanding of the content.

- Organization and Format -- Communication is organized; and the format of the presentation enhances the central idea or theme. The order, structure, and presentation are well organized and address issues in a clear and direct manner.

- Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.

- Form of Presentation -- The communication conveys the intended message in an interesting, precise, and natural way. Words, models, and symbols are used appropriately to enhance the presentation.

- Fluency -- The communication has flow and rhythm. Elements of communication are significantly developed and consistent.

- Conventions -- The communication involves all of the conventions of written and oral language that enhance the overall quality of the presentation.

2. **An Idaho 8th grader can access and organize knowledge, information, and technology effectively.**

LIST OF TRAITS

- Reading -- Written information is read with accuracy and understanding.

- Active Listening -- Verbal information is understood by the listener and evaluated for consistency and new understanding. Appropriate feedback is given to the speaker via summary comments and appropriate questioning.

- Sources of Knowledge and Information -- Relevant, comprehensive, and appropriate sources of content knowledge and information are identified and used in an efficient manner. Information technology is used in appropriate ways.

- Organization of Knowledge and Information -- Effective organization of knowledge and information is employed to enhance presentation and use. Clear criteria are employed to select relevant and accurate knowledge and information for presentation and use.

3. **An Idaho 8th grader can identify and describe problems, issues or projects and use knowledge, information, and technology to develop strategies for addressing and/or solving problems, issues or projects.**

LIST OF TRAITS

- Awareness and Identification -- Problems, issues or projects are clearly identified and understood.
- Components -- The components of problems, issues, or projects are presented using student and technologically generated figures, diagrams, maps, models, and other appropriate media.
- Development and Implementation Strategies -- Strategies for solving or addressing problems, issues or projects are identified, explored and evaluated. Clear and creative strategies, are selected and effectively implemented. In case of unexpected results, alternative strategies are explored.
- Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.

4. **An Idaho 8th grader can demonstrate creativity and originality in the design, production, and presentation of activities.**

LIST OF TRAITS

- Creativity and Originality -- Innovative applications and alternative methods in the design, production, and presentation of activities are developed and explored. Novel or creative applications of ideas or methods are used.
- Production and Presentation -- New understanding, methods, and products are generated. Presentation incorporates the appropriate use of current technology.

5. **An Idaho 8th grader can critique and evaluate the quality of work products and processes.**

LIST OF TRAITS

- Group and/or Self-evaluation -- Performances and work are critiqued by groups and individuals as appropriate.

- Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.

- Needs -- Areas for further improvement are identified. How improvements can be accomplished are discussed.

6. **An Idaho 8th grader can demonstrate the ability and skills to work collaboratively in a group activity.**

   LIST OF TRAITS

   - Behavior -- Behavior in group activities is self-evaluated and self-managed. Consideration for individual differences is demonstrated.

   - Team Skills -- Active listening and participation skills are used in group activities.

   - Feedback -- Constructive feedback on cooperative work is given and received.

   - Group Functioning -- Group functioning is assessed and managed. Conflict resolution skills are used to solve group problems.

   - Ethnic and Racial Differences -- Learn to live in a changing society with mutual respect and appreciation for others.

7. **An Idaho 8th grader demonstrates characteristics of an effective life-long learner.**

   LIST OF TRAITS

   - Vision -- Goals and priorities are identified.

   - Self-esteem -- A positive vision for self and others is developed. A positive desire to learn is demonstrated.

   - Initiative and Perseverance -- The desire and ability to plan and implement project activity over time and to work through to the conclusion of the project is demonstrated.

   - Responsibility -- Responsibility for personal actions is demonstrated.

   - Adaptability -- Changes and challenges encountered are dealt with in a positive way. Appropriate modifications to plans and actions in response to changing circumstances are made.

INTRODUCTION TO SECONDARY (9-12) HEALTH EDUCATION

Students in grades nine through twelve are refining critical skills that will be used now and beyond the secondary educational setting. The comprehensive school health education program must provide exposure to increasingly sophisticated content and community resources.

It is especially important, at this point in the educational setting, that students are challenged and given the opportunity to expand their knowledge base and assimilate acquired prevention skills. Students in these grades are continuing to develop these skills with more complexity in content areas emphasizing mental and emotional health, substance use and abuse, consumer health, nutrition and fitness, human sexuality and family life, aging, death and dying, emergency intervention, diseases and disorders, and community and environment.

The following guide illustrates suggested methods of engaging students in developmental activities which address the Idaho goals for health education.

SECONDARY HEALTH EDUCATION 9-12

STANDARD I: KNOWLEDGE

GOAL: All students will know the components of a healthful lifestyle.

PERFORMANCE OBJECTIVES: All students will

1. acquire a basic understanding of human growth, development, and family living.

2. describe basic scientific principles associated with wellness and how they relate to healthful living.

3. describe risk behaviors and their consequences that affect health.

4. explain effective communication and decision making skills.

5. recognize that life management skills are helpful (e.g., self-concept, stress management, coping skills, conflict resolution, refusal skills).

6. describe characteristics of a healthful community and environment.

7. demonstrate an awareness of scientifically reliable health information, careers, products, and services.

8. demonstrate an awareness of one's responsibility for health practices which include personal safety, food choices, fitness, personal hygiene, and disease prevention procedures.

9. recognize that health is more than the absence of illness.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress in achieving this standard by

1. using journal entries to communicate results of their stress inventories; identifying personal, physical, and behavioral consequences relating to their levels of stress; recognizing situations that result in an increase of stress; and identifying alternative responses for difficult situations.

2. developing a Hpercard computer program to present research concerning a description of positives, negatives, addiction, tolerance, withdrawal, treatment, use during pregnancy, prevention, and costs to society associated with substance abuse.

3. participating in discussions that 1) identify the components of a healthful relationship, and 2) describe how healthful relationships build a productive family structure. Application of this standard will be portfolio development showing evidence of personal growth.

STANDARD II: SKILLS

GOAL: All students will acquire the essential skills to lead a healthful life.

PERFORMANCE OBJECTIVES: All students will

1. develop and maintain positive personal relationships with family, peers, and others.

2. demonstrate responsibility in making healthful choices.

3. identify problems, explore and develop strategies, and apply those strategies to real life situations.

4. access and utilize health care resources.

5. demonstrate how to acquire new skills.

6. demonstrate effective communication skills using a variety of strategies.

7. develop strategies for maintaining a healthful community and environment.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress in achieving this standard by

1. developing a personal fitness prescription that will address strengths and weaknesses in their physical fitness levels and monitor their progress toward reaching fitness goals.

2. presenting through discussions, the reasons to avoid high risk behavior associated with HIV/STD transmission, problems associated with teen pregnancy and marriage, and effective refusal skills for saying no to teenage sexual activity.

3. using video technology to develop a one minute commercial comparing and contrasting the fat content of two foods using their product labels.

STANDARD III: ATTITUDES

GOAL: All students will value the importance of a healthful lifestyle.

PERFORMANCE OBJECTIVES: All students will

1. acknowledge choices, consequences, and accept responsibility for one's own well-being.
2. accept self and acknowledge individual differences.
3. recognize the feelings associated with the components of wellness.
4. reflect sound scientific principles as they relate to healthful living and risky behaviors.
5. appreciate the importance of positive intrapersonal and interpersonal relationships (e.g., self acceptance, cooperation).

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress in achieving this standard by

1. showing an appreciation and acceptance for the aging process by participating in 10 hours of helpful activities targeting the senior citizens within the community.
2. participating in training and receiving CPR certification.
3. using various media technologies, making a presentation that compares and contrasts cultural differences associated with death and dying.

STANDARD IV: APPLICATIONS

GOAL: All students will demonstrate healthful lifestyle practices.

PERFORMANCE OBJECTIVES: All students will

1. apply knowledge of risk and the consequences to all health content areas.
2. appropriately utilize reliable health care resources.
3. demonstrate effective communication skills with an emphasis on negotiation, conflict resolution, and refusal skills.

4. apply knowledge and strategies for effectively dealing with various stages of growth and development.

5. demonstrate and apply effective environmental practices to daily living.

6. be health advocates.

7. apply scientific principles to all health content areas.

8. engage in safe living practices.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress in achieving this standard by

1. designing and implementing an anti-smoking presentation for elementary school children.

2. designing and participating in a school-wide recycling program.

3. developing and incorporating fitness and nutrition strategies for improved overall health.

4. roleplaying effective non-violent strategies in potentially volatile situations. Application is assessed through written reflections concerning personal growth.

SECONDARY EXIT PERFORMANCE STANDARDS

The Secondary Exit Performance Standards for high school graduates require mastery of basic skills and subject knowledge. Students' proficiency in these Performance Standards will be measured through a variety of tasks included in the Statewide Testing Program.

An Idaho high school graduate

- **communicates effectively.**
- **uses knowledge, information, and technology effectively.**
- **solves problems.**
- **is creative and original.**
- **determines quality.**
- **collaborates with others.**
- **is a lifelong learner.**

What follows is a more complete statement of each standard and a list of traits which describe each standard in more detail.

1. **An Idaho high school graduate communicates effectively in written, oral and multimedia forms (such as audio and video recorded presentations; charts, graphs and visual aids; and computer enhanced presentations).**

   LIST OF TRAITS

   - Ideas and Content -- The communication is clear, focused, interesting, and appropriate for the audience. Details and anecdotes demonstrate a command of the subject.
   - Organization -- The communication addresses issues clearly and directly.
   - Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.

- Form -- The chosen form of communication conveys the intended message.

- Conventions -- The communication includes appropriate use of grammar, capitalization, punctuation, usage, spelling and paragraphing.

2. **An Idaho high school graduate locates, organizes, and uses knowledge, information, and technology effectively.**

LIST OF TRAITS

- Reading -- The student reads with accuracy and understanding.

- Active Listening -- The listener understands and evaluates verbal and nonverbal information and responds appropriately to the speaker.

- Identification of Sources -- Sources of knowledge and information are identified and used efficiently. Information technology is used appropriately.

- Organization of Information -- Information is effectively organized using clear criteria to select materials.

3. **An Idaho high school graduate identifies and describes problems or issues and develops effective strategies for addressing those concerns.**

LIST OF TRAITS

- Presentation of Components -- The issue is clearly described, using figures, diagrams, or models as appropriate.

- Development and Implementation Strategies -- Clear and effective strategies for solving or addressing problems or issues are identified, implemented, and evaluated.

- Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.

4. **An Idaho high school graduate demonstrates creativity and originality in the design, production, and presentation of activities.**

LIST OF TRAITS

- Creativity and Originality -- Innovative methods of design, production, and presentation are developed, leading to new understanding, methods, or products.

5. **An Idaho high school graduate critiques and evaluates the quality of work products and processes.**

LIST OF TRAITS

- Group and Self-evaluation -- Individuals and groups are able to critique their own work and the work of others.
- Identification of Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.
- Identification of Weaknesses -- Areas for further improvement are identified, and ideas for improvements are discussed.

6. **An Idaho high school graduate demonstrates the ability and skills to work collaboratively.**

LIST OF TRAITS

- Monitor Behavior -- In group activities, the individual monitors and evaluates his or her behavior and demonstrates consideration for individual differences.
- Team Skills -- Active listening and participation skills are used in group activities.
- Provide Feedback -- Constructive comments on cooperative work are given and received.
- Group Functioning -- How the group does its work is assessed and managed, with conflict resolution skills used to solve problems.
- Ethnic and Racial Differences -- Learn to live in a changing society with mutual respect and appreciation for others.

7. **An Idaho high school graduate demonstrates characteristics of an effective lifelong learner.**

LIST OF TRAITS

- Vision -- Goals and priorities are identified.
- Self-esteem -- A positive vision of self and others is developed. A positive desire to learn is demonstrated.
- Initiative and Perseverance -- The desire and ability to plan, implement, and conclude a project over time is demonstrated.
- Responsibility -- Responsibility for personal actions is demonstrated.
- Adaptability -- Changes and challenges are dealt with in a positive way. Plans and actions are modified appropriately in response to changing circumstances.
- Skills of Strategic Learner -- A variety of strategies for learning are developed and used.

POSITION STATEMENTS

Health education is the "basic of the basics." Comprehensive school health education for grades K-12 is an essential component of the core curricula.

Comprehensive health education involves a yearly K-12 direct and integrated instructional program.

Health education and health educators are vital components in the development and implementation of an integrated curriculum.

It is important that health educators be provided with preservice and inservice training appropriate to performance based education.

Contract time will be set aside regularly for teacher interaction and collaboration for curriculum development.

Health educators will network within the district and throughout the state to enhance professional development and student success. The current health education networks should be retained and expanded.

There is a need for meaningful collaboration of key players within a community that will assist in addressing local health related issues.

Health education class size will be conducive to quality instruction.

Appropriate resources and current technology for teacher and student use will be provided and incorporated to guarantee success in reaching the goals of health education.

Adequate funding, equipment, facilities, and classroom space will be provided.

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Jerry L. Evans, State Superintendent of Public Instruction, 650 West State Street, Boise, Idaho 83720-3650, (208) 334-3300, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

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